

# **External Review Team Process**

## **Office of Federal and State Accountability Division of Accountability**



### **FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included**

School: JK Gourdin Elementary

District:

Berkeley

Principal: Lorene Bradley

Superintendent: Dr. Chester Floyd

# **FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation**

## **Rationale**

**Provide the rationale for the FSRP goals to be implemented during the 2008–2009 school year, along with the expected outcomes.**

- **Summary of demographic information from 2007 School Report Card:**

JK Gourdin is accredited by the Southern Association of Colleges and Schools. A review of the 2007 profile of the school's report card provided an overview of the students, teachers, and school characteristics. The attendance rate was 96.4%. All of the first graders attended full-day kindergarten; 2.1% of the students were eligible for gifted and talented; 2.5% of the students were identified as having a disability other than speech and the retention rate was 2.7%. One hundred percent (100%) of the students received subsidized meals. The instructional day begins at 7:30 am and ends at 2:00 pm.

The teaching staff is highly qualified and is committed to the school, as evidenced by a returning rate of 84.5%. More than half of the teaching staff (53.8%) has an advanced degree while 76.9% are continuing contract teachers. During the 2007 school year, the attendance rate for the teachers was 94.9%. Professional development opportunities were provided for teachers and the average number of participation days was 8.4. Our school continues to provide small class sizes in order to meet the needs of our students. The student-teacher ratio was 17.6:1; One hundred percent (100%) of the parents attended parent-teacher conferences; and 89.7% of time was spent on instruction.

- **Summary of process used to develop the FSRP and the persons involved:**

The process used to develop the goals of the focused school renewal plan began with a thorough examination by the School Leadership Team (SLT) of existing school procedures, professional development needs and student achievement data. The SLT consisted of a committed group of eleven individuals including two consultants from the External Review Team, one district level representative, the school's resource/interventionist, media specialist, academic curriculum specialist, one instructional assistant, three certified teachers, and the principal.

The committee members were:

Lorene Bradley, Principal

Dr. Karen Whitley, District Administrator

Kathy Williamson, Academic and Curriculum Specialist

Stephanie Dillard, Teacher

Catherine Elder, Teacher

Alice Wilson, Teacher

Lynne Dubay, Media Specialist

Denise McCay, Resource/Interventionist

Georgiann Rogers, Instructional Assistant

Dr. Glenn Huggins, ERT

Diane Dunham, ERT

An overview of the Palmetto Achievement Challenge Test (PACT) performance by group report reveals that a total of 91 students were tested in English Language Arts and Math and 59 were tested in Science and Social Studies. The demographics of the students were 55 males and 36 females, of which 90 were African American students and one was Hispanic.

The selected goals were based on identified needs addressed in the school's report card as well as needs selected by the School Leadership Team. After goals were selected, a process of brainstorming and a level of consensus was met before moving to the next goal. The opinions and suggestions of each team member were valued and given consideration. After each goal was clearly defined, appropriate strategies were selected to assist the staff in effectively achieving these goals. Then, the indicators of implementation were provided in order to document progress and achievement of each strategy.

In the final process, the team used the absolute process calculator to determine the number of students needed to show an increase of at least one performance level on the PACT. All school, district, and principal goals were formulated by the school leadership team to ensure student academic growth by April 1, 2009.

- **Narrative of how selected goals will enable the school to meet expected progress:**

At the completion of the process, the school will benefit in several ways. The report will provide the staff with a clear understanding of how to successfully achieve school improvement. The instructional staff will be able to recognize and provide research-based strategies to meet the individual needs of students. The entire instructional staff will recognize and maintain a clear vision of where we are currently and where we need to go. It is expected that test scores will increase and the use of standards-based instruction will be maximized. Through professional development, the instructional staff will learn strategies to improve instruction, utilize data to measure student progress, and promote effective teaching and learning. These goals will increase accountability for the students and instructional staff. Implementing these goals will help the school achieve state and federal requirements. Instructional staff will select programs and learning engagements to increase test scores. These goals will result in a higher level of understanding and improved instruction to maximize student achievement.

We selected our goals to address increased student achievement in the areas of Math, ELA, and Science because a majority of our students scored basic or below basic on the PACT. Students will be given opportunities to improve their Math, ELA, and Science goals through the guided use of various programs such as: MAP, Success Maker, the Comprehensive Literacy Model, and United Streaming. Teachers will participate in various learning engagements such as school-based committees in the core content areas; training and review of Bloom's Taxonomy to promote higher order thinking skills; training in the district adopted Comprehensive Literacy Model; differentiated instruction; and learn how to interpret data to drive instruction.

## **Revision of Goals and Strategies:**

Throughout the completion of the Focused School Renewal Plan, several revisions were made. A statement to reflect each revision is attached:

- The school timeline was changed to reflect the period represented by the current plan- August 2008-May 2009, pages 10-11.
- The chart on page 5 was modified to reflect the scores on the school's Report Card.
- All dates in the goals in all areas were changed to reflect the year in which the FSRP was developed (August 2008-May 2009).
- All goals and strategies were modified to reflect student achievement.
- Indicators of implementation were changed to reflect a more accurate record of documentation of all strategies for each goal.

**Berkeley County School District  
J.K. Gourdin Elementary School  
Test Data – Percent of Students Basic or Above on PACT**

**Note: Data is based on the Annual School Report Cards for 2005, 2006 and 2007.**

Grade	Subject	2005	2006	2007
		Absolute Rating— Average	Absolute Rating – Below Average	Absolute Rating – Unsatisfactory
3	ELA	87.8	69.2	63.4
3	MATH	69.7	50	40
3	SCIENCE	51.5	42.3	20
3	SOCIAL STUDIES	81.9	50	80
4	ELA	64.8	74.1	70.4
4	MATH	68.6	76.9	59.2
4	SCIENCE	37.8	38.4	37
4	SOCIAL STUDIES	56.7	42.3	44.4
5	ELA	68.5	74.3	68.9
5	MATH	66.7	69.3	48.2
5	SCIENCE	50	43.7	35.7
5	SOCIAL STUDIES	57.9	43.6	33.4

## J.K. Gourdin Ethnic Distribution

Year	Asian	Black	Hispanic	Indian	White	Total
<b>2004 - 2005</b>	0	109	1	0	3	113
<b>2005 - 2006</b>	0	100	2	0	2	104
<b>2006 - 2007</b>	0	90	1	0	0	91

## Attendance Rates

Year	2004 - 2005	2005 - 2006	2006 - 2007
<b>Teacher</b>	94.1	93.8	94.9
<b>Student</b>	97.7	97.4	96.4

## Students Suspended

(Based on School's Report Card)

Year	2004 - 2005	2005 - 2006	2006 - 2007
<b>Total Suspended</b>	0	0	0

## Students Suspended

(Based on SASI Report)

Year	2004 - 2005	2005 - 2006	2006 - 2007
<b>Total Suspended</b>	40	8	37

### Paid, Free, and Reduced Lunch Percentages

<b>Year</b>	<b>Enrollment</b>	<b>Free</b>	<b>Paid</b>	<b>Total F/R</b>
<b>2004 – 2005</b>	113	108	5	95%
<b>2005 – 2006</b>	104	100	4	96%
<b>2006 - 2007</b>	91	91	0	100%

### Students with Disabilities Other Than Speech

<b>Year</b>	<b>Total</b>
<b>2004 – 2005</b>	5.8 %
<b>2005 – 2006</b>	2.4 %
<b>2006 - 2007</b>	2.5 %

### Gifted Students

	<b>2004 - 2005</b>	<b>2005 - 2006</b>	<b>2006 - 2007</b>
<b>Percent of Gifted Students</b>	7.0	5.8	2.1

## Professional Staff

### School Personnel 2007 – 2008

	<b>Administrators</b>	<b>School Support Personnel</b>	<b>PK – 5<sup>th</sup> Grade Teachers</b>
<b>Full – Time</b>	1	5	14
<b>Part - Time</b>	0	3	0*

\* Related Arts teachers (Art, Music and PE) are home-based at other District schools and serve no more than two days at JK Gourdin. As a result they are not included in staff demographic tables.

## Gender

	<b>Administrators</b>	<b>School Support Personnel</b>	<b>PK – 5<sup>th</sup> Grade Teachers</b>
<b>Male</b>	0	0	0
<b>Female</b>	1	8	14

## Certificate Level

	<b>2004 - 2005</b>	<b>2005 – 2006</b>	<b>2006 - 2007</b>
<b>Teachers with Advanced Degrees</b>	50.0%	50.0%	53.8%
<b>Continuing Contract Teachers</b>	62.5%	66.7%	76.9%

### Years of Experience

	Administrators	PK – 5 Teachers
<b>Less than 1</b>		1
<b>1-10 years</b>		5
<b>11-20 years</b>		4
<b>21 – 30 years</b>	1	4
<b>More than 30 years</b>		0

### Stakeholder's Perspective

Evaluations by teachers, students, and parents

Information gathered from the 2007 School Report Card	Teachers	Students	Parents
<b>Number of surveys returned</b>	12	31	32
<b>Percent satisfied with learning environment</b>	100.0%	90.0%	90.6%
<b>Percent satisfied with social and physical environment</b>	100.0%	93.5%	84.4%
<b>Percent satisfied with school/home relations</b>	83.3%	93.5%	93.8%

## School Timeline

**Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:**

- **All information that is pertinent to the implementation of the FSRP**
- **Testing (MAP, Benchmark, etc.)**
- **Disaggregation and ongoing utilization of data to guide instruction**
- **Professional development that needs to be scheduled**
- **Implementation/monitoring of specific strategies**

<b>Months of the Years</b>	<b>Strategy of Implementation</b>	<b>Type of test</b>	<b>Utilization of Data</b>	<b>Professional Development</b>
August 2008	<ul style="list-style-type: none"> <li>• Differentiated instruction training</li> <li>• Curriculum Focus Meeting</li> </ul>		<ul style="list-style-type: none"> <li>• MAP</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Using Non-fiction Text</li> <li>• Comprehensive Literacy Model</li> </ul>
September 2008	<ul style="list-style-type: none"> <li>• NWEA Des Cartes training</li> <li>• Use of science kits</li> <li>• Science Support Document</li> <li>• Non-fiction text implementation</li> <li>• Curriculum Focus Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• MAP</li> </ul>	<ul style="list-style-type: none"> <li>• MAP</li> </ul>	<ul style="list-style-type: none"> <li>• Science support document training</li> <li>• Science standards training</li> <li>• Bloom's Taxonomy</li> <li>• Comprehensive Literacy Model</li> </ul>
October 2008	<ul style="list-style-type: none"> <li>• Implement ETV United Streaming in Science</li> <li>• Curriculum Focus Meeting</li> <li>• Book Study</li> </ul>	<ul style="list-style-type: none"> <li>• Science Benchmark</li> </ul>		<ul style="list-style-type: none"> <li>• Everyday Math</li> <li>• Book Study</li> <li>• Comprehensive Literacy Model</li> </ul>

<b>Months of the Years</b>	<b>Strategy of Implementation</b>	<b>Type of test</b>	<b>Utilization of Data</b>	<b>Professional Development</b>
November 2008	<ul style="list-style-type: none"> <li>• Grade level conferences</li> <li>• Peer observations</li> <li>• School visitations</li> <li>• Curriculum Focus Meeting</li> </ul>		<ul style="list-style-type: none"> <li>• PACT</li> <li>• Science Benchmark</li> </ul>	<ul style="list-style-type: none"> <li>• Success Maker</li> <li>• Intervention Strategies</li> <li>• Comprehensive Literacy</li> </ul>
December 2008	<ul style="list-style-type: none"> <li>• Vertical articulation planning</li> <li>• Curriculum Focus Meeting</li> </ul>			
January 2009	<ul style="list-style-type: none"> <li>• MAP training</li> <li>• Book Study</li> <li>• Best practices</li> <li>• Curriculum Focus Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• MAP</li> <li>• Science Benchmark</li> </ul>		<ul style="list-style-type: none"> <li>• Book Study</li> <li>• MAP training</li> <li>• Comprehensive Literacy</li> </ul>
February 2009	<ul style="list-style-type: none"> <li>• Standards driven instruction</li> <li>• Observations</li> <li>• Curriculum Focus Meeting</li> </ul>		<ul style="list-style-type: none"> <li>• MAP</li> <li>• Science Benchmark</li> </ul>	<ul style="list-style-type: none"> <li>• Standards driven instruction</li> <li>• Comprehensive Literacy</li> </ul>
March 2009	<ul style="list-style-type: none"> <li>• Smart Board Training</li> <li>• Curriculum Focus Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Science Benchmark</li> </ul>		<ul style="list-style-type: none"> <li>• Advances in Technology</li> </ul>
April 2009	<ul style="list-style-type: none"> <li>• Revisit Bloom's Taxonomy</li> <li>• Curriculum Focus Meeting</li> </ul>		<ul style="list-style-type: none"> <li>• Science Benchmark</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit Bloom's Taxonomy</li> </ul>
May 2009	<ul style="list-style-type: none"> <li>• Vertical articulation planning</li> <li>• Curriculum committee meetings (projected needs)</li> <li>• Curriculum Focus Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• MAP</li> <li>• PACT</li> <li>• Science Benchmark</li> </ul>	<ul style="list-style-type: none"> <li>• MAP</li> <li>• Science Benchmark</li> </ul>	

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation  
Student Achievement Focused Goal**

**Focused Goal 1: By April 1, 2009, 30% of the students in grades 3-5 will increase one English/Language Arts performance level as measured by aligned Measures of Academic Progress (MAP) scores from Fall '08 to Spring '09.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Students will be placed in small groups based on teacher analysis of test data and instruction will be supported by appropriate resources and planning.	Principal Lorene Bradley District ELA Coordinator Cathy Delaney Instr. Staff	<b>August 2008</b>	Students will receive flexible group instruction daily as evidenced by weekly lesson plans, schedule of small groups, scheduled instructional time, and weekly observations done by the principal and/or the curriculum facilitator.
Students will be instructed in English/ Language Arts using the district model expectations of 150 minutes per day.	Principal Lorene Bradley Teachers Curriculum Facilitator Keilya Pringle	<b>August 2008</b>	Students will receive 2.5 hours daily of instruction as evidenced by copies of teachers' schedules, weekly observations, and lesson plans checked weekly by the principal and/or the curriculum facilitator.
Establish and maintain an English/ Language Arts committee to strengthen English/Language Arts implementation by meeting on a monthly basis to discuss student progress and achievement.	Teachers Curriculum Facilitator Keilya Pringle Lead ELA Teacher Pat Casey Principal Lorene Bradley	<b>August 2008</b>	Teachers will record student progress in Class XP, and will use MAP scores as benchmarks three times a year to share information at monthly meetings. A copy of the agenda, sign-in sheet, and minutes of each meeting to be shared with all English/Language Arts staff will be maintained by the lead ELA teacher.
Students will have access to selected texts, including fiction and non-fiction as outlined in the district adopted Comprehensive Literacy Model.	District ELA Coordinator Cathy Delaney Curriculum Facilitator Keilya Pringle Principal Lorene Bradley Media Specialist Lynne Dubay Teachers	<b>October 2008</b>	Students will have the opportunity to check out books weekly from the media center, view books bi-weekly from book baskets selected by the teacher and media specialist, as well as books identified in Trophies, the district adopted textbook series. The media specialist will maintain a record of circulation.
Students will develop their higher order thinking skills when exposed to critical questioning techniques based on Bloom's Taxonomy.	Teachers Curriculum Facilitator Keilya Pringle Principal Lorene Bradley	<b>September 2008</b>	Through classroom discussions, observations, and assessments, students will be given opportunities to demonstrate higher order thinking skills as evidenced by weekly classroom observations, weekly assessments, and weekly lesson plans checked by the principal and/or the curriculum facilitator.
Teachers will provide differentiated instruction to students with an emphasis on small groups and/or intervention.	Principal Lorene Bradley Curriculum Facilitator Keilya Pringle Teachers	<b>September 2008</b>	Students will participate daily in small groups based on individual needs determined by the teacher as evidenced by weekly lesson plans, schedule of small groups, instructional time, and weekly observations done by the principal and/or the curriculum facilitator.

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation  
Student Achievement Focused Goal**

**Focused Goal 2: By April 1, 2009, 30% of the students in grades 3-5 will increase one math performance level as measured by aligned Measures of Academic Progress (MAP) scores from Fall '08 to Spring '09.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Students will receive small group instruction based on teacher analysis of test data, teacher instructional resources, and planning.	Principal Lorene Bradley District Math Coordinator Ellen Hutto Teachers	<b>August 2008</b>	Students will receive flexible group instruction daily as evidenced by weekly lesson plans, schedule of small groups, scheduled instructional time, and weekly observations done by the principal and/or the curriculum facilitator.
Students will be given one hour of math instruction daily using computer programs in addition to formal large and small group instruction.	Principal Lorene Bradley Curriculum Facilitator Keilya Pringle Teachers	<b>August 2008</b>	Students will receive one hour daily of instruction as evidenced by copies of teacher schedules, weekly observations, and lesson plans checked weekly by the principal and/or the curriculum facilitator.
Establish and maintain a math committee to strengthen math implementation by meeting on a monthly basis to discuss student progress and achievement.	Principal Lorene Bradley Curriculum Facilitator Keilya Pringle Lead Math Teacher Stephanie Dillard Teachers	<b>August 2008</b>	Teachers will record student progress in Class XP, and use MAP scores as benchmarks three times per year to share information at monthly meetings. A copy of the agenda, sign in sheet, and minutes of each meeting to be shared with all math staff will be maintained by the math lead teacher.
Students will participate in flexible small group instruction and learn how to efficiently use manipulatives as outlined in the district's Everyday Mathematics Curriculum.	District Math Coordinator Ellen Hutto Curriculum Facilitator Keilya Pringle  Principal Lorene Bradley Teachers	<b>October 2008</b>	Students will use the Everyday Mathematics Curriculum daily, use hands on math manipulatives while participating in small groups as evidenced by weekly lesson plans, weekly classroom observations, and classroom schedules maintained by the principal and/or the curriculum facilitator.
Students will develop their higher order thinking skills when exposed to critical questioning techniques based on Bloom's Taxonomy.	Teachers Curriculum Facilitator Keilya Pringle Principal Lorene Bradley	<b>August 2008</b>	Through classroom discussions, observations, and assessments, students will be given opportunities to demonstrate higher order thinking skills as evidenced by weekly classroom observations, end of unit assessments, and lesson plans checked weekly by the principal and/or the curriculum facilitator.
Students will receive additional math instruction based on NWEA resources to aid in improving assessment results and enhancing teaching and learning.	Principal Lorene Bradley Curriculum Facilitator Keilya Pringle Teachers Special Programs Evaluator Priscilla Calcutt	<b>September 2008</b>	Students will complete MAP three times per year to determine progress and teachers will implement instruction based on student needs. The curriculum facilitator will maintain records in a data notebook.

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation  
Student Achievement Focused Goal**

**Focused Goal 3: By April 1, 2009, 75 % of students in grades 3-5 will score a mastery score of 80% or more on each of the four science unit-based benchmark tests.**

Note: Science unit-based benchmark tests taken from Macmillan/McGraw Hill Standards Test Preparation Booklet (2008 edition) and are identified as correlated with South Carolina Science Standards.

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Integrate the use of science across the curriculum a total of 150 minutes weekly.	Principal Lorene Bradley Curriculum Facilitator Keilya Pringle Teachers	August 2008	Students will be given science instruction through math, ELA, and using selected non-fiction text through math and ELA as evidenced by weekly assessments, weekly classroom observations, weekly lesson plans, and classroom schedules. The principal and/or the curriculum facilitator will gather the data.
Establish and maintain a science committee to strengthen science implementation by meeting on a monthly basis to discuss student progress and achievement.	Teachers Curriculum Facilitator Keilya Pringle Lead Science Teacher Denise McCay Principal Lorene Bradley	August 2008	Teachers will record student progress in Class XP, and use MAP scores as benchmarks three times per year to share information at monthly meetings. A copy of the agenda, sign-in sheet, and minutes of each meeting to be shared with all science staff will be maintained by the lead science teacher.
Integrate aligned non-fiction text into science instruction by having students utilize library resources weekly and having access to selected text within the classroom.	Teachers Librarian Lynne Dubay Principal Lorene Bradley	August 2008	Students will have the opportunity to check out books weekly from the media center and view books bi-weekly from book baskets selected by the teacher and media specialist. The media specialist will maintain a record of circulation.
Students will engage in hands on activities through the use of science kits as provided by the district.	Teachers Principal Lorene Bradley Lead Science Teacher Denise McCay	September 2008	Students will be given instruction enhanced by the use of the science kits as evidenced by weekly lesson plans, weekly classroom observations, and viewing the school calendar for arrival dates of the science kits. This data will be collected by the principal and/or the curriculum facilitator.
Student instruction will be enhanced through the teacher's use of the Science Support Document.	Teachers Principal Lorene Bradley Curriculum Facilitator Keilya Pringle	September 2008	Students will engage in hands-on activities based on the South Carolina Curriculum Standards as evidenced by weekly lesson plans, weekly observations, and end of unit assessments and keeping a copy of the support document in the classroom. This information will be reviewed by the principal and/or the curriculum facilitator.
Students will use technology to view science instruction as determined by the teacher.	Teachers Principal Lorene Bradley Curriculum Facilitator Keilya Pringle	October 2008	Students will observe various science lessons through the use of ETV United Streaming as evidenced by weekly lesson plans and weekly observations done by the principal and/or the curriculum facilitator.

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Instructional Leadership Goal 1: By April 1, 2009, the principal will provide instructional resources to 100% of the instructional staff who will demonstrate proficiency in instruction as evidenced by 30% of the students in grades 3-5 increasing one English/Language Arts performance level as measured by aligned Measure of Academic Progress (MAP) scores from Fall '08 to Spring '09.**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)</b>	<b>Person(s) Responsible (Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)</b>
Students' areas of strength will be identified by teachers through study of data; (MAP and PACT) at bi-monthly curriculum focus meetings.	Principal Lorene Bradley Curriculum Facilitator Keilya Pringle Teachers	September 2008	Teachers will participate in bi-monthly meetings to analyze and interpret test data that will identify student strengths and needs as evidenced by meeting schedules, sign-in sheets, minutes, weekly lesson plans and weekly classroom observations done by the principal and/or the curriculum facilitator.
Student achievement will improve by the implementation of research-based strategies studied by the instructional staff through a book talk of the "Results Fieldbook" by Mike Schmoker.	Principal Lorene Bradley Curriculum Facilitator Keilya Pringle Teachers	January 2009	Teachers will discuss their interpretations of the book during faculty meetings and share strategies implemented in their classrooms that support instruction. A copy of the agenda, sign-in sheet, and a review of weekly lesson plans that show strategies were implemented will be conducted by the principal and/or the curriculum facilitator.
Students' benchmark test results will be analyzed by teachers after receiving training in Measure of Academic Progress (MAP).	Principal Lorene Bradley Curriculum Facilitator Keilya Pringle Teachers	October 2008	Teachers will guide instruction to students in small or large groups based on their identified needs as evidenced by weekly lesson plans, group schedules, scheduled instructional time, and weekly classroom observations done by the principal and/or the curriculum facilitator.
Students will be provided instruction based on lesson plans developed from pacing guides, curriculum standards, and areas of need as identified by MAP.	Principal Lorene Bradley Curriculum Facilitator Keilya Pringle Teachers	August 2008	Teachers will be given formal training in the administration of and interpretation of test results ( MAP and PACT) as evidenced by an agenda, sign-in sheet, a copy of the presentation, and a copy of the school's professional development plan collected by the principal and/or the curriculum facilitator.
Student achievement will improve by using data to plan lessons and monitoring instruction through classroom visitations.	Principal Lorene Bradley Curriculum Facilitator Keilya Pringle Teachers	September 2008	Teachers will record student progress using Class XP, MAP, PACT results, and formal assessments administered as evidenced by grade books reviewed quarterly and computer printouts of MAP (three times a year). Instruction will be observed through weekly classroom visits by the principal and/or the curriculum facilitator.

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Instructional Leadership Goal 2: By April 1, 2009, the instructional staff will participate in research based professional development as provided by the principal to increase the level of teaching and learning as evidenced by 30% of the students in grades 3-5 increasing one math performance level as measured by aligned Measure of Academic Progress (MAP) scores from Fall '08 to Spring '09.**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
The principal will provide training to all instructional staff on how to use the district's Everyday Math Curriculum to improve instruction.	Principal Lorene Bradley Curriculum Facilitator Keilya Pringle Teachers	August 2008	Teachers will receive training in how to incorporate the Everyday Math Curriculum into instruction and develop strategies to support the model. A copy of the agenda, sign-in sheet, and evaluation forms completed by the teachers on the training experience will be maintained by the principal and/or the curriculum facilitator.
Teachers will engage in a book study of "Redefining Staff Development" by Laura Robb for teachers to gain a better understanding of the value and usefulness of professional development.	Principal Lorene Bradley Curriculum Facilitator Keilya Pringle Teachers	October 2008	Teachers will discuss their interpretations of the book during monthly faculty/ curriculum focus meetings and share strategies implemented in their classrooms that support instruction. A copy of the agenda, sign-in sheet, and summaries from the teachers of the book read will be reviewed by the principal and/or the curriculum facilitator.
The principal will provide opportunities for teachers to visit other schools and observe best practices in math classrooms.	Principal Lorene Bradley Curriculum Facilitator Keilya Pringle Teachers	November 2008	Teachers will visit classrooms (as needed) and observe colleagues delivering instruction no more than two times through the year and will record strategies used in their lesson plans. Teachers will submit a reflection form (after each visit) on their observations to the principal and/or the curriculum facilitator.
The principal will provide training for teachers on how to effectively use the SC Math Curriculum Standards to drive instruction.	Principal Lorene Bradley Curriculum Facilitator Keilya Pringle Teachers	September 2008	Teachers will participate in on-site training on how to implement state standards to improve classroom instruction as evidenced by an agenda, sign-in sheet, minutes, and teacher reflection notes. The data will be collected by the principal and/or the curriculum facilitator.
The principal will provide opportunities for teachers to participate in peer observations, observe model lessons, demonstrate model lessons, and engage in reflection with peers and administration.	Principal Lorene Bradley Curriculum Facilitator Keilya Pringle Teachers	November 2008	The Curriculum Facilitator will set up a schedule of peer visitations (as needed) no more than 2 times throughout the year for teachers to observe model lessons and note a variety of strategies implemented to support instruction. This information will be shared with other staff at the bi-monthly curriculum focus meetings as evidenced by agendas, sign-in sheets, schedules, and observations collected by the principal and/or the curriculum facilitator.

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Instructional Leadership Goal 1: The district will provide technical support and resources to assist J.K. Gourdin by April 1, 2009 to ensure that 30% of students in grades 3-5 will increase one English/Language Arts performance level as measured by aligned Measure of Academic Progress (MAP) scores from Fall '08 to Spring '09.**

*(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
The district English/Language Arts coordinator will assist teachers in planning and implementing the Comprehensive Literacy Model to improve instruction and student achievement.	District ELA Coordinator Cathy Delaney Principal Lorene Bradley	August 2008	The district coordinator will provide a training session for the teachers to learn the Comprehensive Literacy Model and provide strategies to implement lessons as evidenced by agendas, sign-in sheets, minutes, weekly lesson plans, and weekly observations. Data will be collected by the principal and/or the curriculum facilitator.
The district will provide information on how to integrate non-fiction text into content areas.	District ELA Coordinator Cathy Delaney Principal Lorene Bradley Media Specialist Lynne Dubay	Sept. 2008	Non-fictional text on students’ reading levels will be used to supplement context and encourage writing in journals. The teacher will document evidence in weekly lesson plans and copies of students’ essays written at least monthly will be collected and reviewed by the principal and /or the curriculum facilitator.
The district will complete an inventory of resources available on site to aid teachers in implementing high quality literacy instruction.	District ELA Coordinator Cathy Delaney Principal Lorene Bradley Media Specialist Lynne Dubay	October 2008	Teachers will be given a list of resources available in the school media center and in the professional development room. A copy of the list will be kept by the principal, curriculum facilitator, and the media specialist.
The district will provide professional development for teachers in the area of differentiated instruction with an emphasis on small group instruction.	District ELA Coordinator Cathy Delaney Principal Lorene Bradley	August 2008	Teachers will attend a training session on differentiated instruction and use strategies learned in small groups based on students’ reading levels. This strategy will be monitored by a copy of the agenda, sign-in sheet, handouts, weekly lesson plans, and weekly observations done by the principal and/or the curriculum facilitator.

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Instructional Leadership Goal 2: By April 1, 2009, the district will provide technical support and resources to the staff in developing instructional strategies to ensure that 30% of students in grades 3-5 will increase one math performance level as measured by aligned Measure of Academic Progress (MAP) scores from Fall '08 to Spring '09.**

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
The district math coordinator will assist teachers in planning and implementing Everyday Math lessons to improve student achievement.	District Math Coordinator Ellen Hutto Principal Lorene Bradley Curriculum Facilitator Keilya Pringle	November 2008	The district coordinator will provide professional assistance on how to use Everyday Math in daily lessons as evidenced by an agenda, sign-in sheet, copies of hand-outs, weekly lessons plans and weekly observations maintained by the principal and/or the curriculum facilitator.
The district will provide an inventory of math resources both on-line and on-site to assist teachers in improving instruction to enhance student achievement.	District Math Coordinator Ellen Hutto Principal Lorene Bradley	October 2008	Teachers will be given a list of resources they can access in the school media center, on-line and in the professional development room that will provide them with strategies to improve instruction and student achievement. The principal, the curriculum facilitator, and the media specialist will maintain a copy of this list.
The district will make recommendations of schools to visit where teachers are providing model math instruction.	District Math Coordinator Ellen Hutto Principal Lorene Bradley	November 2008	Teachers will be able to visit schools (as needed) to observe colleagues demonstrating model lessons (no more than two times through the year) in order to implement math strategies for improving student achievement. Reflection forms will be completed after each visit and collected by principal and/or the curriculum facilitator.
The district will provide professional development to teachers in the area of differentiated instruction with an emphasis on small group intervention.	District Math Coordinator Ellen Hutto Principal Lorene Bradley	August 2008	Teachers will attend a training session on differentiated instruction and use strategies learned for small group instruction. This strategy will be monitored by a copy of the agenda, sign-in sheet, copies of hand-outs, weekly lesson plans, and weekly observations done by the principal and/or the curriculum facilitator.

## **FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation**

### **Title and Description of Each Program and Initiative Included in the FSRP**

**Give the title and a brief description of each program or initiative that is included in the FSRP.**

***Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)***

**Palmetto Achievement Challenge Test (PACT)** - statewide testing program for grades 3-5 in English/Language Arts, Math, Science, and Social Studies

**Measures of Academic Progress (MAP)**-adaptive computer-administered benchmark in English/Language Arts, Math, and Reading taken by each student in grades 2-5 to monitor student growth

**Success Maker**-computer-assisted instructional program which provides reading and math instruction in a lab setting; customized to meet individual student needs

**Comprehensive Literacy Model**-a framework for promoting literacy which engages students in guided reading, self-selected reading, word study, and writing

**United Streaming**-a supplemental standards and web-based digital video program

**Response to Intervention (RTI)** - Instructional strategy used to provide intervention to students based on individual weaknesses identified by MAP scores. These strategies are provided by an Interventionalist in small groups.

**Interventionalist**- Certified teacher trained to teach students in small groups to help develop necessary skills to improve student performance in the classroom and on statewide and local benchmark assessments.

**RIT**- Rausch in IT- Tasks developed by NWEA use a scale called RIT to measure student achievement and growth. RIT stands for Rausch in IT, which is a measurement scale developed to simplify the interpretation of test scores. The RIT score relates directly to the curriculum scale in each subject area. It is an equal interval scale, like feet and inches, so score can be added together to calculate accurate class or school averages.

**Everyday Math**- A program that offers a variety of useful techniques and opportunities to assess students' progress on skills, concepts, and thinking processes.

**Science Support Document**- Resource that gives websites, non-fiction text, streaming video selections and career connections for every standard.